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ABSTRACT

A project was conducted to create a handbook for consumer and homemaking education teachers in Georgia who deal with mainstreamed handicapped students. The handbook is intended to help teachers develop and implement effective individualized education programs and is designed to supplement the Georgia Curriculum Guide for Consumer and Homemaking Education. The first step in the project was to conduct a needs assessment of 137 randomly selected consumer and homemaking teachers in the state. The needs assessment determined teachers' perception of content necessary to help them teach mainstreamed handicapped students. The teachers identified the following topics as necessary in a handbook: specific learning activities, suggested materials, assessment/evaluation procedures, and goal statements. The handbook should also have a chapter on developing individualized education programs. (A format for planning such programs is excerpted in this document.) (KC)

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CONSUMER AND HOMEMAKING EDUCATION FOR MAINSTREAMED HANDICAPPED STUDENTS IN GEORGIA

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CONSUMER AND HOMEMAKING EDUCATION FOR MAINSTREAMED HANDICAPPED STUDENTS IN GEORGIA

Overview

The purpose of this study is to provide a handbook for consumer and homemaking education teachers with the information they need to develop and implement effective individualized education programs (IEP) for mainstreamed handicapped students. The handbook will assist middle school and high school level consumer and homemaking education teachers. The handbook has been designed to supplement the Georgia Curriculum Guide for Consumer and Homemaking Education (King & Cross, 1980).

The following related issues are discussed: mainstreaming and IEP development, difficulties of implementing mainstreaming, theories of curriculum development, modification of vocational curriculum for handicapped students, instructional strategies for teaching handicapped students, and Georgia Department of Education materials designed for consumer and homemaking teachers.

Information on developing the vocational component of an IEP is included for use by the consumer and homemaking education teacher. The topics discussed are: assessing present levels of education performance, setting annual goals and short-term objectives, designing instructional strategies, and evaluating student progress.

The handbook will provide detailed teaching strategies, including resources for selected objectives from the Georgia Curriculum Guide for Consumer and Homemaking Education (King and Cross, 1980). The purpose is to illustrate how the guide can be modified for use with mainstreamed handicapped students. An illustration for each content area of consumer and homemaking education is included. The areas are: housing, furnishings, and management; clothing and textiles; family living and parenthood education; child development; foods and nutrition; personal finance and consumer education. Each illustration includes an annual goal, an appropriate short-term objective, teaching strategies, evaluation strategies, and resources.

State Need

In accordance with Georgia House Bill 671, colleges and The University of Georgia offer courses with competencies on handicapped learners. These courses provide vocational educators with a thorough overview of the characteristics of the handicapped population, successful teaching strategies, and methods for working with the handicapped students. However, because of the scope of teacher competencies necessary to successfully work with handicapped students, they need additional assistance. Among the competencies needed are: curriculum modification, monitoring of pupil progress, designing and implementing instructional strategies, identifying characteristics, and writing the vocational component of the IEP.

Needs Assessment

With the approval and help of the Georgia Department of Education, a needs assessment of 137 randomly selected consumer and homemaking education teachers was conducted. The purpose of the needs assessment was to verify the need for a handbook and to determine the teachers' perception of content necessary to help them teach mainstreamed handicapped students. Eighty-one percent (111) of the teachers completed and returned their needs assessment. In brief, 96% (107 teachers) reported teaching handicapped students in their classes. Only 45% (50 teachers) reported any college or university classes which prepared them to work with handicapped students. Only 34% (38 teachers) reported receiving any inservice training on working with handicapped students. Ninety-five percent (105 teachers) felt that they would benefit from a handbook designed to supplement the Georgia Curriculum Guide for Consumer and Homemaking Education (King & Cross, 1980).

The teachers indicated the content they perceived necessary in a handbook designed to help them teach mainstreamed handicapped students. In sum, the following topics were most often identified: specific learning activities, suggested materials, assessment/evaluation procedures, and goal statements.

Developing Consumer and Homemaking Individualized Education Programs

Home economics teachers will have handicapped students placed in their programs. Once these students are enrolled, it is the responsibility of each teacher to not only accept the

students, but to see to it they learn skills and concepts in the program. This chapter will address the following points: assessing of the level at which each student can function within a home economics program, selecting appropriate annual goals and short-term objectives, selecting or designing instructional strategies, and evaluating student progress within the program.

There should be a classroom folder on each handicapped student mainstreamed into a home economics program. A copy of the student's current IEP should be the first item placed in the folder. Table 1 gives an example of a vocational component of an IEP. Some local school systems do not allow IEPs to be removed from the school office files. In those instances, the teacher can copy the goals and objectives from the vocational component to refer to when teaching the student. Additional information can be added to the folder as the teacher collects samples of work, makes note of student progress, or confers with the special education teacher.

Goals and Objectives

The annual goals and short-term objectives provide a means for systematic teaching. When objectives relate specifically to annual goals and daily lessons, and when instructional strategies are planned from objectives, the home economics teacher can be confident that the instruction required to teach the handicapped student can be realistically organized.

To keep the goals and objectives in perspective a chart could serve as a useful tool in developing instructional

Table 1. Vocational Comoonent of an !EP

Instructional Area: Clothing and Textiles	Student Name: Roger B.
Annual Goal: To develop clothing construction	Date IEP Written: 6-16-85
Instructional Task: Skills using basic principles	

		Evaluation of Instructional Objectives	
Short-term Objective	Instructional Methods Media/Material Title(s) (Optional)	Tests, Materials Evaluation Procedures To Be Used	Criteria for Successful Performance
Given the necessary tools, materials, equipment and requisite knowledge Roger will be able to: 1) Identify the parts of the sewing machine as well as the function of each part. 2) Define safety procedures to be used in a clothing construction lab. 3) Demonstrate appropriate construction procedures for the following clothing operations: a) Threading b) Basting c) Marking d) Tailor Tacks e) Basic seam f) Darts g) Gathering h) Hemming	1) Students view demonstration by teacher of the individual parts of a sewing machine and their function 2) Students compile list of safety procedures to be used with the sewing machine 3) Students construct a Laundry Bag using clothing construction procedures demonstrated by teachers.	1) Teacher - directed questioning 2) Teacher - produced test. 3) Performance on task	1) Roger will be able to indicate verbally the the parts of the sewing machine and the function of each part with 100% accuracy. 2) Roger will be able to complete a written test on safety procedures in a clothing construction lab with 100% accuracy. 3) Roger will perform necessary clothing construction proceeding for making a laundry bag to the satisfaction of the teachers.

strategies from the objectives. Table 2 presents one form of chart that could be placed in the student's folder and referred to for planning.

Table 2

Foods and Nutrition Annual Goals and Short-term Objectives Chart

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Student: Roger B.

Annual Goal

Upon completion of the foods and nutrition unit, the student will be able to apply to everyday living situations, basic concepts which relate to nutrition, food preparation and table service.

Short-term Objectives

1. Using the basic four food guide, the student will properly identify no less than five foods and nutrients teenagers need daily from each group.

2. Referring to the basic four food guide, the student will plan simple meals and snacks for two days that meet the daily food requirements for teenagers.

3. Using materials and equipment provided in class, the student will demonstrate the ability to properly measure dry and liquid ingredients.

4. Given a specific time frame and using appropriate kitchen equipment, the student will demonstrate the ability to adequately plan, prepare, and serve a simple meal.

5. Referring to texts and materials used in class, the student will recite the basic nutritional content of milk products in a teenager's diet.

6. Referring to texts and materials used in class, the student will prepare a comparison chart on the nutritional values of meats and eggs.

7. Referring to the basic four food group, the student will give examples of ways to prepare no less than five raw vegetables.

8. Referring to the basic four food groups and texts use in class, the student will discuss the place of breads and cereals in a teenager's diet and prepare no less than two quick breads.

9. Given the materials (plate, fork, knife, spoon, glass, napkin), the student will properly set a place at the table and demonstrate socially acceptable table manners.